**Structured Small Group Program Template**

**Component #1: Needs, Goals, Objectives**

**Title of your Group Program: \_\_\_\_\_\_Self –Control for Kids\_\_\_\_\_\_\_\_**

1. **Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement (Rationale/Need).**

Today we live in a world that is surrounded by instant gratification. Cell phones, texting, TV on Demand, e mail, and other forms of electronic advancements have helped solidify instant gratification. While these things in and of themselves are not bad, they do present a problem for students who are impulsive and lack self-control. Self-control is an important skill that is needed to help students avoid going down a path that can lead to deviant behavior and even crime (Vazsonyi & Huang, 2010).

An article by Vazsonyi & Huang, Charlotte, NC Crime Rate Index, and the school report card for Albemarle Rd. Elementary School were the data sources that I used to identify the needs and gaps in achievement. First, I read over the article, “Where Self-Control Comes From: On the Development of Self-Control and Its Relationship to Deviance Over Time,*”* by Vazsonyi & Huang (2010). After reviewing this article I found two items of most importance. One was that self-control is established by the age of eight or ten (Vazsonyi & Huang, 2010). The second item of importance is that low self-control plays a factor in those that commit crimes. Students who exhibit low self control are individuals who tend to violate social norms, deviate, and ultimately are at greater risk to commit crimes (Vazsonyi & Huang, 2010). Once the correlation between low self-control and crime was established I reviewed the Charlotte, NC Crime Rate Indexes to see how the Charlotte area compared to the rest of the state and nation. This report indicated that the Charlotte area has a higher crime rate than the rest of the state of NC, as well as the rest of the country. These two sources led me to research an elementary school in the Charlotte Area, Albemarle Rd. Elementary, to see if there was a need for a self-control counseling group. The report card indicated that there were 1.26 acts of violence reported at this school per 100 students. The district average was .46 and the state average was .26. These results confirmed the need for establishing self-control counseling groups. The development of school counseling groups for self-control would be based on a *Normative Need*.

Low self-control can lead to many avoidable behavioral and criminal acts. An implantation of a small-group counseling program on self control that can teach students strategies and techniques to help minimize impulsivity and other low self-control characteristics would be beneficial, not only to the students but also to the school and the surrounding community.

**Population:**

The group is for both boys and girls that are in the second grade, who have demonstrated low self-control.

**Recruitment and Screening:**

Recruitment procedures: I will ask to speak at the second grade level team meeting in which I can explain the Self-Control group that I am forming. At the meeting I will go over the design of the class, the criteria for the students, as well as the referral process. I will then explain how the process works from starting the program, the length of the program, and the follow up teacher feedback once the group has been terminated. (See attachment, Second Grade Team Notes.)

Screening Procedures: I will ask teachers to fill out a questionnaire about the student(s) that they teach that will be participating in the group sessions. I will also have an interview to screen each child that will be participating in the group, prior to the initial group session. The screenings will take place during the same time frame when the counseling group will meet. I will provide time to interview three students per day during the allocated time, 11:30 am – 12:15 pm. (See attachments, Referral Counseling Form, Pre-Post Questionnaire for Teachers, and Pre-Group Interview Form.)

**Group Structure:**

The psychoeducational group is an eight session closed group that will last eight weeks in duration. Each session will be from 11:30 am until 12:15 pm during the elective class time period and held in the counseling group room. This group will be offered as needed throughout the school year.

1. **Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.**

Increase self-control, using a variety of techniques, in classroom settings.

1. **Student develops two measurable objectives for session #1 of the structured group program that supports the established goal (one school counseling content and one mathematics content).**

Counseling Measurable Objective (PS:A1): Students will demonstrate self-control 80% of the time while working in pairs.

Academic Measurable Objective (NC:2.G.1): Students will accurately extend four out of five shape patterns.

1. **Student develops two measurable objectives for session #2 of the structured group program that supports the established goal (one school counseling content and one language arts content).**

Counseling Measurable Objective (PS:A1; PS:A2): Students will implement self-control 80% of the time while group members share feelings that they have had when others were snickering about them.

Academic Measurable Objective (NC:2.W.3): Students will write a story about how they will respond when others are snickering, incorporating the self-control skill and techniques discussed this far in the sessions. Stories will be written with minimal errors: spelling, grammar, and punctuation.

1. **Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.**

The overall mission for schools is to help students reach their potential in a well-rounded way, meaning academically as well as socially. Professional school counseling goals are to help facilitate students in meeting their potential. This is why it is important that school counseling programs are rooted in data-driven and needs-based results. Data-driven programming is important for developing counseling programs that will help students reach their full potential academically. Disaggregated performance results are most beneficial in pin-pointing students who are in the most need of assistance academically. Needs-based programming is based upon the needs of the community, the school more specifically. Establishing the needs of the students helps guide the construction of counseling programs, whether for academic or social purposes (Erford, 2010).

**Component #2: Research-Supported and Standards-Based Content**

1. **Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling*.* Include all ancillary materials as section attachments in Livetext. Please be specific in the file names you choose so attachments are clearly identified in each section.**

**Title of Session #1:** Patterns of Life

**Brief Summary of Session:**

This is session two out of eight. After welcoming everyone back, students will be given a pre-instructional assessment. Then we will review the ground rules that were established in session one. Rules such as, no put downs, what is said in the group stays in the group, one person talks at a time, etc. We will also review who the members are as well as the purpose for us being together. Prior to introducing the new lesson, Patterns of Life, we will review the meaning of self-control; not doing what you want to do when you want to do it. After the review of the previous session, we will begin to talk about how life has patterns, and sometimes these patterns are not good for us. Students will brainstorm examples of situations that result in negative patterns, like blurting out in class, shoving others that do not agree with us, etc. that all result in negative patterns of a behavior management system that might require time out, lunch duty, or being referred to the office. I will help students explore the root of the negative patterns, which is low self-control. I will introduce the stop sign technique to help students visualize what to do when a situation presents itself in which they will need to practice self-control. Once students have been given their stop-lights they will use them as tools to help in the academic portion of our time together. I will pair up students to complete a pattern activity that begins with a simple pattern but then progresses in difficulty level. This provides an opportunity for students to implement the stop light activity as they work in a group setting. We will end our time together with a review of the definition of self-control, the stop light technique, and the directions for the homework assignment.

**Theoretical Orientation:**

The theoretical orientation that is used in this session is the cognitive behavioral approach. Self-control effects the social interactions that students have with other people that they come into contact with. Students who exhibit low self-control, often times, need to be shown social skills, strategies, and techniques that they can apply when they interact with others. In the cognitive behavior approach, “leaders assume the role of teacher and encourage members to learn and practice social skills in the group that they can apply to everyday living” (Corey, 2012, p 351). Furthermore, the cognitive behavior approach encourages members to “try out more effective behaviors, cognitions, and emotions” (Corey, 2012, p 348). In this session, students are encouraged to explore the negative patterns that they have experienced and guide them into what the common factor was in those situations, which would be low self-control. Students are then taught a technique that will benefit them in implementing more self-control.

**Specific Group Technique:** Internal dialogue with reciting the definition of self-control, as well as with the Stop Light Technique will be used in the group session.

**Duration:** 45 minutes

**Materials/ Media:** Poster with ground rules, self-control definition, and stop light strategy; stop lights for each student, pattern papers (enough for each pair), crayons, and pencils.

**Core ASCA Standard(s):** A:A3 Achieve School Success

A:B1 Improve Learning

PS:A1 Acquire Self-Knowledge

PS:B1 Self-Knowledge Application

**Core State Academic Standard(s):** NC Standard for Geometry 2.G.1 Recognize and draw shapes having specified attributes, such as a given

number of angles or a given number of equal faces.5 Identify triangles,

quadrilaterals, pentagons, hexagons, and cubes.

**Objectives:**

Counseling Measurable Objective (PS:A1): Students will demonstrate self-control with verbal and physical behaviors while working in pairs to solve math problems. Students will exhibit self-control during 80% of the task, about 12 minutes.

Academic Measurable Objective (NC:2.G.1): Students will accurately extend four out of five shape patterns.

**Assessments**: See attachment labeled Pre-Post Instructional Assessment for Lesson 1.

**Procedures/ Instructional Strategy:**

**Step 1:** Welcome everyone back to the group (Larkin & Thyer, 1999). (1-2 minutes)

**Step 2:** Students will take the pre-instructional assessment (Erford, 2010). (2 minutes)

**Step 3:** We will review the ground rules that were established in session one. Rules, such as, no put downs, what is said in the group stays in the group, one person talks at a time, etc. We will also review who the members are as well as the purpose for us being together. Prior to introducing the new lesson, Patterns of Life, we will review the meaning of self-control; not doing what you want to do when you want to do it. I will display both the ground rules that were established as well as the definition of self-control (Larkin & Thyer, 1999). (5 minutes)

**Step 4:** After the review of the previous session, we will begin to talk about how life has patterns and sometimes these patterns are not good for us. I will ask students to brainstorm examples of situations that result in negative patterns, like blurting out in class, shoving others that do not agree with us, etc. that all result in negative patterns of a behavior management system that might require time out, lunch duty, or being referred to the office. I will help students explore the root of the negative patterns, which is low self-control (Banks & Zionts, 2009). (7 minutes)

**Step 5:** Next I will ask the students to come up with examples of positive patterns. Positive patterns might include, raising hand in class, waiting their turn in line at the water fountain, being courteous to others, keeping hands, feet and other object to themselves, etc. that can result in positive patterns of a behavior management system that could result in free time with classmates, nominations for “Star Student”, etc. (Squires, 2001). (7 minutes)

**Step 6:** I will introduce the stop sign technique to help students visualize what to do when a situation presents itself in which they will need to practice self-control. I will hold up my stop sign and we will talk about what each color means for drivers. Red is to stop. Yellow is to slow down. Green is to go. I will then explain how the stop sign technique can work with self-control. Red means to stop what you are saying and doing. Yellow means to pause and take a few breaths and review the definition of self-control through internal dialogue. Green means to take action, either walk away or calmly address the situation (Banks & Zionts, 2009) (Ketchman, 2012). (7 minutes)

**Step 7:** I will then pass out a stop-light to each child for them to use as tools in the academic portion of our time together. We will review what patterns are and I will give examples of math patterns: circle, square, circle, \_\_\_\_\_, \_\_\_\_\_; triangle, circle, square, \_\_\_\_\_, \_\_\_\_\_; etc. Then I will pair up students to complete a pattern activity that begins with a simple pattern but then progresses in difficulty level. This provides an opportunity for students to implement the stop light activity as they work in a group setting. We will end our time together with a review of the definition of self-control, the stop light technique, and the directions for the homework assignment. Finally, students will take the post-instructional assessment to see if objectives for the session were effective (Larkin & Thyer, 1999). (15 minutes)

**Homework/ Ownwork**: Use the stop light technique when you are in situations in which you are tempted to lose control. Try to see if you notice a change in your life patterns; going from negative to positive.

**Group Stage and Emerging Issues*:***

The group is in the Forming and Orientation stage of group work. Students in this stage are trying to find their identity as well as dealing with inclusion. Based on what stage the group is in and the primary tasks that the students are attending to in this stage, feelings of insecurity and rejection will need to be handled carefully and up front. In addition, not everyone in this group will be on the same spectrum of self-control or academic levels. It will be imperative that the counselor is cognizant of all of these factors.

1. **Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling*.* Include all ancillary materials as section attachments in Livetext. Please be specific in the file names you choose so attachments are clearly identified in each section.**

**Title of Session #2:** No Snickering Around

**Brief Summary of Session:**

Welcome everyone back as they enter. Students will begin a “Bell Work” assignment, which is a pre-instructional assessment. Once everyone has finished we will review the ground rules that were established in session one. Rules such as, no put downs, what is said in the group stays in the group, one person talks at a time, etc. We will also review who the members are as well as the purpose for us being together. Prior to introducing the new lesson, No Snickering Around, review the meaning of self-control; not doing what you want to do when you want to do it. We will then review the homework assignment from the previous week: Use the stop light technique when in situations that are tempting to lose control. Try to see if you notice a change in your life patterns; going from negative to positive. Students will express what they observed when using the strategy of the stop light. We will then move into the session topic, No Snickering Around. We will describe feelings that we all have had when we heard someone or a group of people snickering about us. Students will then explain some things that they did or said when this situation occurred. We will determine if the actions that they took were reflections of self-control. I will help guide the discussion as to some possible things we could do or say in a similar situation. I will explain that they are going to do a writing activity about snickering. We will review the writing process and implement the stop light technique when going through the writing process, making the connection between behavior and academics. I will then explain what the writing assignment will be: Students will write a story reflecting someone “snickering” about them and how they will respond using tools and techniques that we have learned in group sessions thus far. At the end students will be given a homework assignment and prior to leaving they will fill out an “Exit Slip,” which is a post-instructional assessment.

**Theoretical Orientation:**

The theoretical orientation that is used in this session is the cognitive behavioral approach. In the cognitive behavior approach, a lot of the learning takes place through modeling and imitation (Corey, 2012). With this in mind, this session provides time for students to role play how they would implement strategies and techniques that they have learned to help increase their self-control in the interactions with others. With this theoretical approach, it is not only important to teach new strategies and techniques, but it is also essential to provide the time to role play so students know what to do in similar situations in classroom situations.

**Specific Group Technique:** Internal dialogue with the reciting the definition of self-control, role play, and the Stop Light technique will be used in this session.

**Duration:** 45 minutes

**Materials/ Media:** Poster with ground rules, self-control definition, and stop light strategy; writing paper, pencil, individual Snickers candy bars for each child.

**Core ASCA Standard(s):** A:A1 Improve Academic Self-Concept

A:A3 Achieve School Success

PS:A1 Acquire Self-Knowledge

PS:A2 Acquire Interpersonal Skills

PS:B1 Self-Knowledge Application

**Core State Academic Standard(s):** NC Standard for Writing 2.W.3 Write narratives in which they recount a well elaborated

event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**Objectives:**

Counseling Measurable Objective (PS:A1; PS:A2): Students will implement self-control, both verbally and physically, while group members share feelings that they have had when others were snickering about them. Students will exhibit this behavior for 80% of the activity, about 7 minutes.

Academic Measurable Objective (NC:2.W.1): Students will write a story about how they will respond when others are snickering; incorporating the self-control skill and techniques discussed this far in the sessions. Stories will be written with minimal errors; spelling, grammar, and punctuation.

**Assessments**: See attachment labeled Pre-Post Instructional Assessment for Lesson 2.

**Procedures/ Instructional Strategy:**

**Step 1:** Welcome everyone back as they enter (Larkin & Thyer, 1999). (2 minutes)

**Step 2:** Students will begin a “Bell Work” assignment, which is a pre-instructional assessment (Erford, 2010). (1 minute)

**Step 3:** Once everyone has finished we will review the ground rules that were established in session one. Rules such as, no put downs, what is said in the group stays in the group, one person talks at a time, etc. We will also review who the members are as well as the purpose for us being together. Prior to introducing the new lesson, No Snickering Around, review the meaning of self-control; not doing what you want to do when you want to do it. We will then review the homework assignment from the previous week: Use the stop light technique when in situations that are tempting to lose control. Try to see if you notice a change in your life patterns; going from negative to positive. Students will express what they observed when using the strategy of the stop light (Larkin & Thyer, 1999). (7 minutes)

**Step 4:** We will then move into the session topic, No Snickering Around. We will describe feelings that we all have had when we heard someone or a group of people snickering about us. Feelings could include, but not limited to, anger, revenge, hurt, sadness, etc. Students will then explain some things that they did or said when this type of situation occurred. Some feedback might be related to pushing, shoving, throwing things, yelling at the person or people that were snickering. Others might have feedback that reflected crying, withdrawing, and turning the feelings toward themselves or other family members. We will determine if the actions that they took were reflections of self-control (Banks & Zionts, 2009). (9 minutes)

**Step 5:** I will help guide the discussion as to some possible things we could do or say in a similar situation. One technique that students could use is self-instruction. Students could instruct themselves to use the stop light tool to help handle the situation, which was learned at the last session. To help in this process, I will provide time to role-play a scenario of others snickering about a student. A possible role-play outcome might be for a student to stop, pause, and then calmly say “I am sorry that you feel that what I am doing is funny, but that was not what I was trying to do.” Another possibility would be for the student to stop, pause, and then calmly walk away and find a different classmate to spend time with (Larkin & Thyer, 1999) (Ketchman, 2012). (10 minutes)

**Step 6:** I will explain that they are going to do a writing activity about snickering. We will review the writing process, which is to have a topic, think about possible story line, begin to write the story, and finally, edit the writing. I will make the connection between behavior and academics by incorporating the stop light technique into the writing process (Banks & Zionts, 2009). (5 minutes)

**Step 7:** Each student will be given a fun size Snickers candy bar, a few sheets of paper, and a pencil. I will then explain what the writing assignment will be: Write a narrative reflecting how you felt the last time someone snickered about you and what your reaction was. Then describe what you will do the next time someone snickers about you, using tools and techniques that we have learned in group sessions thus far. Provide time for students to begin the assignment (Banks & Zionts, 2009). (10 minutes)

**Step 8:** Prior to leaving, students will fill out an “Exit Slip”, which is a post-instructional assessment. Once students have completed the “Exit Slip” they will be able to eat their Snickers candy bar (Larkin & Thyer, 1999). (1 minute)

**Homework/ Ownwork**: Complete the writing assignment started in group. Make sure to edit the final story.

**Group Stage and Emerging Issues*:***

The group is in the Forming and Orientation stage of group work with a possibility of also starting the Transition Stage. Students in the Forming and Orientation stage are trying to find their identity as well as dealing with inclusion. Based on what stage the group is in and the primary tasks that the students are attending to in this stage, feelings of insecurity and rejection will need to be handled carefully and up front. In addition, not everyone in this group will be on the same spectrum of self-control or academic levels. It will be imperative that the counselor is cognizant of all of these factors. The Transition Stage has some areas to look for such as, boundary testing, feedback, and conflict. With the topic being on sharing personal feelings and reactions, it is crucial that all of these be addressed beforehand as well as during the process. This can be done through the review of the ground rules at the beginning and as needed during the session.

**Component #3: Ethical, Legal, Multicultural**

* 1. **Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.**

When working with minors in a school setting, there are ethical and legal aspects that need to be considered. The following are ethical considerations for the group. For starters, the screening process to determine members who are compatible with the group goals should be adhered to in order to minimize harmful group work. Also, it is important to protect members from physical, emotional, or psychological trauma. A thorough screening of members will help facilitate this role of a counselor. Stressing confidentiality and its limitations is essential; especially in group work. Prior to the first session of group work, informed consent needs to be established. In addition, relationships among group members need to be addressed as well as diversity issues (Erford, 2010).

“The most important law to be aware of is the Family Educational Rights and Privacy of 1974, which governs student records, including the records of counseling sessions, but not personal notes” (Erford, 2010, p 34).

In the group work on Self-Control for Kids, the above ethical and legal considerations are necessary. They will need to be addressed on a level that is appropriate for a second grade audience.

* 1. **Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).**

See attachment labeled: Consent Form for Group Work.

* 1. **Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.**

The group is culturally sensitive by not discriminating who is able to join. In addition, the skill of self-control is beneficial to all cultures. In the initial group session ground rules will be established to help members know what will be expected of them during the sessions. Expectations such as respect for others, no put downs, what is said in the group stays in the group, one person talks at a time, etc. Also in the first session, we will explore how the members are the same: they are all human, they all are in 2nd grade, they all attend the same school, etc. Then we will review the ground rules and then discuss how each member is unique and being unique is special and not to be confused with inferiority. By doing this exercise, students will be shown how to accept others without prejudice, oppression, bias or discrimination. This activity will most likely have to be referred to throughout the eight week sessions. Conflict is expected, especially during the transition stage. It will be important to help students work through this phase. Anxiety is the source of conflict; however, too much anxiety can stall the group process (Erford, 2010). If too much anxiety exists, then it will need to be addressed in order to be able to push through this particular phase.

* 1. **Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.**

It is important to carefully consider issues related to ethics, legal, professional, and cultural significance in the group process in order to provide the most effective and beneficial group experience for the members. Careful consideration of the above factors is essential from the planning stage to the terminating stage of group work. When one overlooks any of these factors listed here, during any phase of the group process, it can lead to an ineffective group experience to being unethical, illegal, or unprofessional. The ramifications are catastrophic.

**Component #4: Program Evaluation**

1. **Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**

Pre-post measure for session #1

1. Self-control means controlling
   1. your actions
   2. your words
   3. your thoughts
   4. all of the above
2. Patterns
   1. are made up of shapes
   2. are easy
   3. repeat themselves
   4. are colorful
3. **Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**

Pre-post measure for lesson #2

1. Practicing self-control means
   1. being a good listener
   2. blurting out a comment
   3. snickering about someone
   4. making funny faces but not talking
2. When working on a writing piece
   1. you jump right in and start writing
   2. you pause, think, then write
   3. you write like you speak
   4. you never edit it
3. **Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling**

I will evaluate the effectiveness of the Self-Control for Kids structured group program in a few ways. First, I will have the students fill out a pre-post instructional assessment before and after each session. In addition, I will review the disciplinary records of those who have participated in the group. Also, I will ask teachers for feedback, via a post-group questionnaire, on the students who participated in the group sessions on self-control. Finally, during individual follow up sessions I will ask about the group process and whether or not the students feel like they benefited from the group on self-control.

**References (list format at the close of section #4 in Livetext)**

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database.

**Component #5: Scholarly Writing**